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ABSTRACT

Sample survey forms to evaluate the Jefferson City, Missouri, gifted and talented programs are presented. Intended to assist in planning and development of future programs, separate surveys are addressed to teachers, secondary students, administrators, elementary students, and parents. Surveys request responses describing attitudes toward specific statements. The final document in the series presents survey directions and a scoring manual. Field testing information indicates that the statewide sample for the attitudinal surveys were 615 elementary students (grades 5 and 6); 262 secondary students; 547 parents or students identified as gifted and/or talented; and 169 teachers and 44 administrators of gifted/talented students. Tables list correlation matrices for five factors (attitudes toward program, improved career awareness, perception of peer attitudes, improved self awareness, and variety of activities). Answer sheets and scoring templates are appended. (CL)

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STATE OF MISSOURI

GIFTED/TALENTED PROGRAM EVALUATION SURVEY

TEACHER BOOKLET

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Shirley M. King

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

This instrument was developed with funds provided by a United States Office of Education grant through Public Law 93-380, Section 404, Part 160b, ESEA.

P. O. Box 480 - Jefferson City, Missouri 65101

April 1, 1978

ED181710

EC123967

GIFTED / TALENTED PROGRAM EVALUATION

TEACHER SURVEY

TO THE TEACHER

We would like to ask your assistance in our continued efforts to serve the district's gifted/talented student population. The following survey is designed to provide information to assist personnel in future program planning and development. Please complete the opinionnaire and return both the survey booklet and your answer sheet to the gifted/talented program office as soon as possible. Thank you for your cooperation.

DIRECTIONS: Please do not write in the survey booklet. Read each statement carefully and select the word from the list below that best describes your attitude toward that statement. Write the numeral 5, 4, 3, 2, 1, or 0 in the corresponding space on your answer sheet. Use the following key:

KEY:

5 - always
4 - often
3 - occasionally
2 - seldom
1 - never
0 - does not apply to our program

GIFTED/TALENTED PROGRAM

TEACHER SURVEY STATEMENTS

KEY:

5 - always
4 - often
3 - occasionally
2 - seldom
1 - never
0 - does not apply to our program

1. A special program is desirable for gifted/talented students.

2. I am willing to work on special projects with these students.

3. I assign independent projects in an effort to meet individual needs of the gifted.

4. I object to going over work these students miss if they attend gifted classes during my class time.

5. Required class work should be completed before students participate in the gifted program activities.

6. I require students to make up work they miss while attending activities in the gifted program.

7. Gifted students need opportunities that are not available in the regular classroom.

8. I am annoyed if students miss my class to participate in the gifted program.

9. Activities offered in the program are appropriate for these students.

10. Program personnel are open to new ideas.

11. I am informed of most activities offered to students in this program.

KEY:

5 - always
4 - often
3 - occasionally
2 - seldom
1 - never
0 - does not apply to our program

12. Screening techniques need to be improved.

13. Gifted students need more time for independent study in the regular classroom.

14. The number of students in a regular classroom discourages teachers in planning extra for the gifted.

15. I am kept informed of student progress.

16. Communication between personnel in the gifted program and regular staff is adequate.

17. I am informed of our district's criteria for the selection of gifted/talented students.

18. I am aware of the kinds of learning experiences that are most beneficial to gifted students.

19. I assist in the design of activities for some students.

20. More resource materials need to be provided for the regular classroom teacher to work with these students.

21. There is a need for additional expertise to deal with gifted students' special talents.

22. Overburdening classroom teachers with extra planning for these students is a concern.

23. I am included in planning activities for these students.

24. I plan individualized activities in my classroom for gifted students in an effort to meet their specific needs.

STATE OF MISSOURI

GIFTED/TALENTED PROGRAM EVALUATION SURVEY

SECONDARY STUDENT BOOKLET

This instrument was developed with funds provided by a United States Office of Education grant through Public Law 93-380, Section 404, Part 160b, ESEA.

P. O. Box 480 - Jefferson City, Missouri 65101

April 1, 1978

GIFTED/TALENTED PROGRAM EVALUATION

SECONDARY STUDENT SURVEY

TO THE STUDENT

This is not a test, but a survey to determine student attitudes concerning your school's gifted/talented program and activities. Your answers will remain anonymous unless you choose to sign your name.

DIRECTIONS: Please do not write in the survey booklet. Read each statement carefully and select the word from the list below that best describes your attitude toward that statement. Write the numeral 5, 4, 3, 2, 1, or 0 in the corresponding space on your answer sheet. Use the following key:

5 - always
4 - often
3 - occasionally
2 - seldom
1 - never
0 - does not apply to my program

YOU ARE NOW READY TO BEGIN. PLEASE TURN THE PAGE.

STUDENT SURVEY STATEMENTS

SECONDARY

KEY:

5 - always
4 - often
3 - occasionally
2 - seldom
1 - never
0 - does not apply to my program

1. The gifted/talented program makes school more interesting.

2. I am given opportunities to talk with people from various career fields.

3. I feel that my friends who are not in this program, approve of my involvement in it.

4. This program helps me to know more about my abilities.

5. I would like to continue in this or a similar program in the future.

6. I am concerned that my friends who are not in the program will label me as "different" if they know I attend classes for the gifted.

7. This program increases my awareness of career opportunities.

8. I have opportunities to expand my special talents.

9. The gifted program provides more of a challenge than I find in the regular classroom.

10. This program helps me clarify ideas for my future career.

11. I am able to express myself freely in this group.

12. I feel under pressure in this program.

KEY:

5 - always
4 - often
3 - occasionally
2 - seldom
1 - never
0 - does not apply to my program

13. Opportunities to work in or know the community (outside of my school) are available to me through the gifted program.

14. Activities in the gifted program help to improve my self confidence.

15. I am concerned about what other students who are not in the program think of it.

16. I have opportunities to study topics of special interest to me.

17. Adequate reading materials relating to careers are provided.

18. I want to continue learning in the way I have been through this program.

19. I feel that other students, not in the program., would like to be a part of this group.

20. Activities in this program are the same as in a regular classroom.

21. I have opportunities to discuss careers with teachers in this program.

22. I feel free to discuss these activities with friends who are not in a gifted program.

23. Group discussions help me to understand myself better.

24. I am introduced to new topics of interest.

25. Other students make "wisecracks" concerning my involvement in a gifted program.

KEY:

5 - always
4 - often
3 - occasionally
2 - seldom
1 - never
0 - does not apply to my program

26. I am offered opportunities to pursue activities related to careers.

27. This program helps me to understand my strengths.

28. We have group discussions or seminars that are not available in the regular classroom.

29. I am able to independently research career opportunities.

30. Other students, not in the program, think it shows favoritism to a small group.

31. I feel that a program of this type is needed for me.

32. I am introduced to new career ideas.

33. Activities offered to me are varied and interesting.

34. I am embarrassed if I must miss a regular class to participate in activities of the gifted program.

35. Cultural opportunities are open to me.

36. I am learning more about my abilities.

37. I have opportunities to engage in off campus activities related to careers.

38. This program makes a difference in my attitude toward school.

39. Laboratory or field experiences are available in the gifted program more than in the regular classroom.

KEY:

5 - always
4 - often
3 - occasionally
2 - seldom
1 - never
0 - does not apply to my program

40. I am embarrassed to discuss these activities with students who are not in this program.

41. I have opportunities to hear speakers on topics related to careers.

42. I try to conceal my abilities from students who are not in this program.

43. This program helps me to understand more about myself.

44. I am discovering some of my interests that are career related.

45. I am given opportunities to do independent research.

STATE OF MISSOURI

GIFTED/TALENTED PROGRAM EVALUATION SURVEY

ADMINISTRATIVE BOOKLET

This instrument was developed with funds provided by a United States Office of Education grant through Public Law 93-380, Section 404, Part 160b, ESEA.

P. O. Box 480 - Jefferson City, Missouri 65101

April 1, 1978

GIFTED/TALENTED PROGRAM EVALUATION

ADMINISTRATIVE SURVEY

TO THE ADMINISTRATOR

We would like to ask your assistance in our continued efforts to serve the district's gifted/talented student population. The following survey is designed to provide information to assist program personnel in future program planning and development. Please complete the opinionnaire and return both the survey booklet and your answer sheet to the gifted/talented program office as soon as possible. Thank you for your cocperation.

DIRECTIONS: Please do not write in the survey booklet. Read each statement carefully and select the word from the list below that best describes your attitude toward that statement. Write the numeral 5, 4, 3, 2, 1, or 0 in the corresponding space on the answer sheet. Use the following key:

KEY:

5 - always
4 - often
3 - occasionally
2 - seldom
1 - never
0 - does not apply to our program

GIFTED/TALENTED PROGRAM

ADMINISTRATIVE SURVEY

KEY:

5 - always
4 - often
3 - occasionally
2 - seldom
1 - never
0 - does not apply to our program

1. I am in favor of a program for gifted/talented students.

2. Overburdening regular classroom teachers with extra planning for gifted students is a concern.

3. I am in favor of parent involvement with gifted students in our district.

4. The essential work of the program is completed on time.

5. There is a need for additional expertise in dealing with gifted students' special talents.

6. I am kept well informed as to the program's progress.

7. Academic evaluation of gifted students' progress needs to be improved.

8. I would like to see additional personnel engaged in the design of activities for gifted students.

9. Screening techniques need to be improved.

10. The program progress is satisfactory.

11. I am well informed as to most of the activities offered to students through this program.

12. Gifted students require more assistance than most regular classroom teachers can provide.

KEY:

5 - always
4 - often
3 - occasionally
2 - seldom
1 - never
0 - does not apply to our program

13. Program personnel are open to new ideas.

14. I make suggestions to assist program directors.

15. I am concerned about continuity between the elementary and secondary programs.

16. Gifted/Talented students receive enough time for special projects in the regular classroom.

17. More inservice needs to be provided to regular staff to assist in the identification of gifted students.

18. Communication between program staff and parents is adequate.

19. If given the opportunity, parents could make a worthwhile contribution to gifted students' learning experiences.

20. Program planning for students is based on information acquired through screening instruments.

21. Communication between program staff and other classroom teachers is adequate.

22. Program personnel have the freedom to pursue solutions to their problems without continuous assistance from administration.

23. There is a need for more appropriate materials to challenge gifted students.

24. Classroom teachers need more resource materials to assist in the design of independent projects for gifted students.

25. A program of this type is needed for the gifted/talented students.

KEY:

5 - always
4 - often
3 - occasionally
2 - seldom
1 - never
0 - does not apply to our program

26. I am informed of the gifted/talented program objectives.

27. Sufficient information on the program's time line is provided.

28. We are in need of more personnel to work with individual students.

29. Inservice for parents is a desirable function of the gifted program.

30. I have the freedom to structure the program to suit the needs of students in my building.

31. I need more information on program objectives.

32. I assist in the design of program objectives for my building.

STATE OF MISSOURI

GIFTED / TALENTED PROGRAM EVALUATION SURVEY

ELEMENTARY STUDENT BOOKLET

This instrument was developed with funds provided by a United States Office of Education grant through Public Law 93-380, Section 404, Part 160b, ESEA.

P. O. Box 480 - Jefferson City, Missouri 65101

April 1, 1978

GIFTED/TALENTED PROGRAM EVALUATION

ELEMENTARY STUDENT SURVEY

TO THE STUDENT

This is not a test, but a survey to determine student attitudes concerning your school's gifted/talented program and activities. Your answers will remain anonymous unless you choose to sign your name.

DIRECTIONS: Please do not write in the survey booklet. Read each statement carefully and select the word from the list below that best describes your attitude toward that statement. Write the numeral 5, 4, 3, 2, 1, or 0 in the corresponding space on your answer sheet. Use the following key:

5 - always
4 - often
3 - occasionally
2 - seldom
1 - never
0 - does not apply to my program

YOU ARE NOW READY TO BEGIN. PLEASE TURN THE PAGE.

STUDENT SURVEY STATEMENTS

ELEMENTARY

THE BLANK SPACE IN EACH ITEM IS PROVIDED TO HELP YOU UNDERSTAND WHERE THE WORD FOR YOUR ANSWER BELONGS.

KEY:

5 - always
4 - often
3 - occasionally
2 - seldom
1 - never
0 - does not apply to my program

1. The gifted/talented program____makes school more interesting.

2. I feel that my friends who are not in this program____approve of my involvement in it.

3. This program____helps me to know more about my abilities.

4. I would____like to continue in this or a similar program in the future.

5. I am____concerned that my friends who are not in the program will label me as "different" if they know I attend classes for the gifted.

6. I____have opportunities to expand my special talents.

7. The gifted program____provides more of a challenge than I find in the regular classroom.

8. I am ____able to express myself freely in this group.

9. I____feel under pressure in this program.

10. I____have opportunities to work in, or to know more about the community. (outside of my school)

11. Activities in the gifted program____help to improve my self-confidence.

KEY:

5 - always
4 - often
3 - occasionally
1 - never
0 - does not apply to my program

12. I am____concerned about what other students who are not in the program think of it.

13. I____have opportunities to study topics of special interest to me.

14. I____want to continue learning in the way I have been through this program.

15. I____feel that other students, not in the program, would like to be a part of this group.

16. Activities in this program are____the same as in a regular classroom.

17. I____feel free to discuss these activities with friends who are not in a gifted program.

18. Group discussions____help me to understand myself better.

19. I am____introduced to new topics of interest.

20. Other students____make "wisecracks" about my involvement in a gifted program.

21. This program____helps me to understand my strengths.

22. We____have group discussions or seminars that are not available in the regular classroom.

23. These activities____make school more interesting.

24. Other students, not in the program,_____think it shows favoritism to a small group.

KEY:

5 - always
4 - often
3 - occasionally
2 - seldom
1 - never
0 - does not apply to my program

25. I____feel that a program of this type is needed for me.

26. Activities offered to me are____varied and interesting.

27. I am____embarrassed when I miss a regular class to participate in activities of the gifted program.

28. Cultural opportunities are____open to me. (Examples might be theater and musical performances)

29. I am____learning more about my abilities.

30. This program____makes a difference in my attitude toward school.

31. Field trips are____offered in this program that are not offered in the regular classroom.

32. I am____embarrassed to discuss these activities with students who are not in this program.

33. I____try to conceal my abilities from students who are not in this program.

34. This program____helps me to understand more about myself.

35. I am____offered opportunities to explore new interests.

36. I am____given opportunities to do independent study.

STATE OF MISSOURI

GIFTED/TALENTED PROGRAM EVALUATION SURVEY

PARENT BOOKLET

This instrument was developed with funds provided by a United States Office of Education grant through Public Law 93-380, Section 404, Part 160b, ESEA.

P. O. Box 480 - Jefferson City, Missouri 65101

April 1, 1978

GIFTED/TALENTED PROGRAM

PARENT SURVEY

TO THE PARENT

During this school year, your student has participated in activities arranged through our district's gifted/talented program. Student involvement may have been limited to classes of special interest for specific periods of time, or full time enrollment, as in the case of districts with special schools for gifted children.

We would like to know your attitudes concerning our district's program. Please complete the following survey and return it to school as soon as possible. Your responses will assist staff members to better plan program activities in the future.

DIRECTIONS: Please do not write in the survey booklet. Read each statement carefully and select the word from the list below that best describes your attitude toward that statement. Write the numeral 5, 4, 3, 2, 1, or 0 in the corresponding space on your answer sheet. Use the following key:

5 - always
4 - often
3 - occasionally
2 - seldom
1 - never
0 - does not apply to our program

THANK YOU FOR YOUR COOPERATION.

GIFTED/TALENTED PROGRAM

PARENT SURVEY STATEMENTS

KEY:

5 - always
4 - often
3 - occasionally
2 - seldom
1 - never
0 - does not apply to our program

1. I am kept informed of my student's progress in the gifted/talented program.

2. I feel that my student is offered opportunities in this program that are not available in the regular classroom.

3. A program of this nature is needed for gifted students.

4. This program disrupts his/her regular routine.

5. This program provides more flexibility in my student's school activities.

6. I regard this program as desirable for my son/daughter.

7. This program assists my student to utilize his/her special talents.

8. Activities seem appropriate to the needs of gifted students.

9. I approve of my son/daughter continuing in this program.

10. Gifted programs show favoritism to a select few.

11. My student's progress is adequate.

12. I am provided with information as to why my student was selected for this program.

KEY:

5 - always
4 - often
3 - occasionally
2 - seldom
1 - never
0 - does not apply to our program

13. I am familiar with the goals of the gifted/talented program.

14. I have opportunities to discuss my student's progress with program personnel.

15. My son/daughter discusses these activities at home.

16. My son/daughter displays a positive attitude toward the program.

17. This program causes undesirable pressure on him/her.

STATE OF MISSOURI

GIFTED / TALENTED PROGRAM EVALUATION SURVEY

DIRECTIONS AND SCORING MANUAL

Materials for the Evaluation Survey were developed with funds provided by a United States Office of Education grant through Public Law 93-380, Section 404, Part 160b, ESEA.

P. O. Box 480 ~ Jefferson City, Missouri 65101

April 1, 1978

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INTRODUCTION

The Attitude Survey for Gifted/Talented Program Evaluation was developed by Mrs. Shirley King, Director of the Ferguson-Florissant School District's Gifted/Talented Program. The instrument was first used with students, teachers and parents at Ferguson Junior High School in May of 1975.

In the fall of 1976, a United States Office of Education grant was provided through Public Law 93-380, Section 404 Part 160b, E.S.E.A. to the State of Missouri, Special Education Section of the Department of Elementary and Secondary Education to field test the attitude survey throughout the state. The instrument includes attitudinal surveys for five populations; elementary students, secondary students, parents, teachers and administrators.

The statewide sample for field testing included 615 elementary students in grades five and six; 262 secondary students in grades seven through twelve; 547 parents of students identified as gifted and/or talented; 169 teachers and 44 administrators of gifted/talented programs.

Although each survey item was designed for use with all programs, some statements may not apply to every situation. Also, students who attend a special school for gifted on a full time basis, may find it helpful to interpret "gifted program" to mean "school".

ADMINISTERING THE SURVEY

Materials for administering the survey include the directions and scoring manual, separate survey booklets and answer sheets for five populations, and fifteen templates to be used in scoring the survey. Each population should be given a corresponding survey booklet and answer sheet. Encourage respondents to record their answers in pencil, and ask that they not write in the survey booklet.

Directions below are given for use with students, however, the same basic procedures apply to all populations.

Before distributing booklets and answer sheets, the examiner should make a brief statement explaining that this is merely a survey to determine attitudes, and not a test. Ask that students give careful thought to the wording of each statement and to give an honest response. They are not required to sign their names.

Distribute test booklets and corresponding answer sheets. Ask students to read the section "To The Student" and "Directions" silently. These sections are printed below for the examiner.

TO THE STUDENT

This is not a test, but a survey to determine student attitudes concerning your school's gifted/talented program and activities. Your answers will remain anonymous unless you choose to sign your name.

DIRECTIONS:

Please do not write in the survey booklet. Read each statement carefully and select the word from the list below that best describes your attitude toward that statement. Write the numeral 5, 4, 3, 2, 1 or 0 in the corresponding space on your answer sheet. Use the following key:

5 - always
4 - often
3 - occasionally
2 - seldom
1 - never
0 - does not apply to my program

NOTE TO EXAMINER:

Go through the procedure for marking one item with elementary students to be sure they understand how to record their answers. Some younger students may need the word "occasionally" and other vocabulary clarified. Ask if there are any questions. If not, students may begin. There is no time limit.

SCORING THE SURVEY

Scoring procedures are the same for all populations. An overview is given below, followed by a more thorough outline for each step.

STEP I: Obtain a score on all factors for each respondent. Divide the total value for each factor by the number of survey items in that factor to yield a mean score.

STEP II: Total all factor mean scores, and divide by the total number of survey participants. This will yield a collective mean score for all factors.

STEP III: Compare collective mean scores with those shown in the norms tables in this manual. This comparison will help you to determine how students and other survey respondents in your school feel about their program as compared to the sample population.

DETAILED SCORING PROCEDURES:

Each survey contains two or more factors for the purpose of determining attitudes toward specific program components.

Every item in the survey is given a weight from 1-5, five always assigned to the most favorable response. The most favorable response, however, to certain items is "never", recorded on the answer sheet as "1". An example is, "I try to conceal my abilities from students who are not in this program.". These item weights need to be reversed as follows:

(1) Never = 5
(2) Seldom = 4
(3) Occasionally = 3
(4) Often = 2
(5) Always = 1

These items with reversed weights are noted on the examiner's templates for easy scoring.

Factors for each survey and items with reversed weights are listed below. Factor II, "Improved Career Awareness" has been omitted from the elementary survey.

ELEMENTARY STUDENT SURVEY - GRADES 3 - 6

Factor I	"Student Attitudes Toward Gifted Program"
Items	1, 4, 7, 13, 14, 23, 25, 26, 30
Reversed weight	9
Factor III	"Student Perception of Peer Attitudes Toward Gifted Program"
Items	2, 8, 15, 17
Reversed weights	5, 12, 20, 24, 27, 32, 33
Factor IV	"Improved Self-Awareness"
Items	3, 11, 18, 21, 29, 34
Reversed weight	none
Factor V	"Variety of Activities Available to Students"
Items	6, 10, 19, 22, 28, 31, 35, 36
Reversed weight	16

SECONDARY STUDENT SURVEY - GRADES 7 - 12

Factor I	"Student Attitudes Toward Gifted Program"
Items	1, 5, 9, 16, 18, 31, 33, 38
Reversed weight	12

Factor II	"Improved Career Awareness"
Items	2, 7, 10, 17, 21, 26, 29, 32, 37, 41, 44
Reversed weights	none
Factor III	"Student Perception of Peer Attitudes Toward Gifted Program"
Items	3, 11, 19, 22
Reversed weights	6, 15, 25, 30, 34, 40, 42
Factor IV	"Improved Self-Awareness"
Items	4, 14, 23, 27, 36, 43
Reversed weights	none
Factor V	"Variety of Activities Available to Students"
Items	8, 13, 24, 28, 35, 39, 45
Reversed weight	20

PARENT SURVEY

Factor I	"Attitudes Toward Gifted Program"
Items	2, 3, 5, 6, 8, 9, 11, 15, 16
Reversed weights	4, 10, 17
Factor II	"Awareness of Student Progress"
Items	1, 7, 12, 13, 14
Reversed weight	none

TEACHER SURVEY

Factor I	"Attitudes Toward Gifted Program"
Items	1, 7, 9, 10, 11, 13, 15, 16, 17, 18, 20, 21, 23
Reversed weight	12
Factor II	"Willingness to Cooperate With Gifted Students"
Items	2, 3, 14, 19, 22, 24
Reversed weights	4, 5, 6, 8

ADMINISTRATIVE SURVEY

Factor I	"Attitudes Toward Gifted Program"
Items	1, 3, 5, 13, 14, 15, 19, 22, 25, 29, 30
Reversed weights	2, 31
Factor II	"Program Progress"
Items	4, 6, 8, 10, 11, 12, 18, 20, 21, 26, 27, 32
Reversed weights	7, 9, 16, 17, 23, 24

COMPUTING MEAN SCORES

Templates are provided for scoring each factor of the survey. The blackened rectangles will need to be cut out of the templates for responses to show through the windows. Items with reversed weights are noted on the templates for easy scoring.

To score each factor, place the proper template over the completed answer sheet and add the values for the items, being sure to reverse weights where indicated. Then, divide the total by the number of items in the factor. This will yield a mean score for the factor. NOTE: Do not count items with "0" answers as a part of the factor. For example, if the total number of items in a factor is eleven and two of the answers are "0", divide by nine instead of eleven to obtain the mean score.

Follow this same procedure for all factors in each survey. Upon completion, there will be a mean score for each respondent on every factor in the survey.

A collective mean score should then be computed for all respondents by adding individual means for each factor and dividing by the number of respondents having completed the survey. This collective mean for each factor can be compared to those found in the norms tables in this manual.

TECHNICAL INFORMATION

Data were analyzed by computer using, first, a principal components analysis in which each successive factor accounted for a maximal amount of residual item variability. The original analysis was followed by a varimax rotation where new factor loadings were generated while individual factors remained independent of one another both during and after the rotation. The number of factors generated by this process varied from five in the parent survey to thirteen in the student survey.

Items within rotated factors having a factor loading coefficient of .40 or above were then selected from each factor as being the most representative of that cluster. Upon examination of items within clusters, a title was assigned to each factor containing enough items to form a reliable scale. Final selection of factors for inclusion in the survey was based both on computer analysis and professional judgment as to the meaningfulness and practicality of the factor.

A correlation matrix was then plotted for each factor using inter-item correlation coefficients. The Spearman-Brown formula was used for these estimates. These matrices can be found on pages 12-22 of this manual.

RELIABILITY

Reliability indices were determined by computing an internal consistency estimate for each factor of the survey based on one administration to the sample population. The aforementioned Spearman-Brown formula was used for these estimates.

The original instrument used a Likert Scale where respondents were asked to note whether they "strongly agreed," ... or "strongly disagreed," with the statements. Numerous items, particularly in the student survey concerning perceptions of peer attitudes toward a gifted program, required the student to deal with double negatives. For example, the statement, "I am not concerned about what other students...think of my involvement in a gifted program," caused confusion as to whether a student agreed or disagreed with that statement.

Feedback from the sample population regarding the type of answer required on the original survey gave cause for a change in the wording of statements and response selections. The item noted above now reads, "I am concerned about what other students... think of my involvement in a gifted program." Respondents are now required only to decide whether that statement always... or never applies to their situation.

The reliability index of .60 for "Student Perceptions of Peer Attitudes...," in addition to two others, are thought to be low for the reason noted above. It is hypothesized that the improved wording and response selections will increase the reliability of these factors when a second population is surveyed.

Reliability estimates for all other factors are presently within the acceptable range, varying from .78 to .88.

VALIDITY

Construct validity for survey instruments was determined by computer analysis, where items measuring a similar attitudinal construct were grouped together to form a factor. The internal consistency of each factor was enhanced by the selection of items within each cluster found to be most highly correlated to one another. Upon examination of items within each factor and their correlation to each other, commonality could be determined and a construct title such as in the teacher scale, "Willingness to Cooperate..." could be assigned.

Face validity was determined by fifty teachers and administrators of gifted programs who rated items on a scale of 1-5 as to wording for clarity and appropriateness for the type of survey being developed. Items that received ratings of two or less, by as many as half of the readers, were omitted from the revised instrument. These professionals also suggested that statements be reworded to eliminate the problem of double negatives as noted above.

STUDENT SURVEY
FACTOR I - "STUDENT ATTITUDES TOWARD PROGRAM"
CORRELATION MATRIX
Items in Factor

Items in Factor * +	1	4	7	9	13	14	23	25	26	30
	+ 1	5	9	12	16	18		31	33	38
1, 1		.29	.26	.29	.30	.39	.43	.63	.51	.54
4, 5			.21	.28	.19	.45	.39	.35	.36	.31
7, 9				.22	.12	.17	.28	.26	.35	.28
9,12					.07	.31	.34	.38	.34	.36
13,16						.31	.28	.35	.31	.18
14,18							.45	.46	.44	.36
23,								.49	.68	.41
25,31									.53	.55
26,33										.48
30,38										

Average of off-diagonal correlation coefficients = .35

$$\frac{10\ (.35)}{1+(10-1).35} = \frac{3.50}{4.15} = .84 \text{ (Reliability Index)}$$

* Elementary Survey item numbers. Statements are same on both surveys. Only item numbers are different.
\+ Secondary Survey item numbers.

STUDENT SURVEY
FACTOR II - "IMPROVED CAREER AWARENESS"
CORRELATION MATRIX
Items in Factor

Items in Factor	2	7	10	17	21	26	29	32	37	41	44
2		.34	.18	.28	.32	.26	.16	.31	.28	.36	.28
7			.26	.22	.27	.18	.25	.17	.26	.29	.25
10				.21	.05	.20	.50	.21	.31	.37	.27
17					.20	.33	.23	.33	.35	.40	.39
21						.20	.08	.31	.22	.26	.27
26							.23	.33	.34	.32	.34
29								.23	.32	.39	.32
32									.40	.37	.40
37										.48	.41
41											.44
44											

Average of off-diagonal correlation coefficients = .29

$$\frac{11\ (.29)}{1 + (11 - 1)\ .29} = \frac{3.19}{3.90} = .82 \text{ (Reliability Index)}$$

STUDENT SURVEY
FACTOR III - "PERCEPTION OF PEER ATTITUDES"
CORRELATION MATRIX

Items in Factor *	Items in Factor +	Items in Factor * 2 5 8 12 15 17 20 24 27 32 33	Items in Factor + 3 6 11 15 19 22 25 30 34 40 42
2, 3		.22	.10	.10	.22	.14	.22	.27	.06	.16	.01
5, 6			.22	.14	.18	.21	.22	.09	.16	.12	.02
8,11				.07	.02	.07	.12	.13	.02	.08	.07
12,15					.08	.29	.12	.05	.14	.12	.14
15,19						.19	.23	.10	.21	.16	.05
17,22							.24	.13	.13	.16	.03
20,25								.13	.13	.17	.03
24,30									.02	.10	.01
27,34										.02	.08
32,40											.01
33,42											

Average of off-diagonal correlation coefficients = .12

$$\frac{11\,(.12)}{1 + (11 - 1)\,.12} = \frac{1.32}{2.20} = .60 \quad \text{(Reliability Index)}$$

* Elementary Survey item numbers. Statements are same on both surveys. Only item numbers are different.
\+ Secondary Survey item numbers.

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STUDENT SURVEY
FACTOR IV - "IMPROVED SELF-AWARENESS"
CORRELATION MATRIX

Items in Factor (* +)	Items in Factor: * 3 / + 4	11 / 14	18 / 23	21 / 27	29 / 36	34 / 43
3, 4		.38	.33	.21	.47	.38
11,14			.46	.26	.41	.42
18,23				.26	.44	.53
21,27					.24	.27
29,36						.47
34,43						

Average of off-diagonal correlation coefficients = .37

$$\frac{6\,(.37)}{1 + (6-1)\,.37} = \frac{2.22}{2.85} = .78 \text{ (Reliability Index)}$$

STUDENT SURVEY
FACTOR V - "VARIETY OF ACTIVITIES"
CORRELATION MATRIX

Items in Factor

Items in Factor (* , +)	* 6 / + 8	10 / 13	16 / 20	19 / 24	22 / 28	28 / 35	31 / 39	35 / 33	36 / 45
6, 8		.36	.13	.29	.18	.14	.14	.19	.28
10,13			.16	.33	.21	.14	.15	.26	.27
16,20				.13	.03	.15	.09	.12	.16
19,24					.28	.19	.17	.25	.16
22,28						.12	.17	.27	.22
28,35							.05	.02	.26
31,39								.14	.15
35,33									.31
36,45									

Average of off-diagonal correlation coefficients = .19

$$\frac{9\,(.19)}{1 + (9 - 1)\,.19} = \frac{1.71}{2.52} = .68 \text{ (Reliability Index)}$$

* Elementary Survey item numbers. Statements are same on both surveys. Only item numbers are different.
\+ Secondary Survey item numbers.

PARENT SURVEY
FACTOR I - "ATTITUDES TOWARD PROGRAM"
CORRELATION MATRIX

Items in Factor	Items in Factor											
	2	3	4	5	6	8	9	10	11	15	16	17
2		.46	.36	.37	.54	.39	.48	.23	.31	.25	.37	.36
3			.35	.24	.56	.37	.52	.26	.33	.22	.39	.35
4				.40	.48	.33	.42	.14	.38	.25	.43	.40
5					.48	.39	.37	.14	.26	.30	.34	.35
6						.43	.71	.20	.44	.35	.51	.32
8							.45	.18	.33	.29	.33	.42
9								.21	.38	.34	.52	.37
10									.18	.10	.23	.18
11										.31	.45	.25
15											.43	.42
16												.30
17												

Average of off-diagonal correlation coefficients = .35

$$\frac{12\,(.35)}{1 + (12-1)\,.35} = \frac{4.20}{4.85} = .87 \text{ (Reliability Index)}$$

PARENT SURVEY
FACTOR II - "STUDENT PROGRESS"
CORRELATION MATRIX

items in factor	Items in Factor 1	8	15	16	17
1		.30	.50	.49	.62
8			.20	.14	.34
15				.58	.50
16					.50
17					

Average of off-diagonal correlation coefficients = .41

$$\frac{5\ (.41)}{1 + (5 - 1)\ .41} = \frac{2.05}{2.64} = .78 \text{ (Reliability Index)}$$

TEACHER SURVEY
FACTOR I - "ATTITUDES TOWARD PROGRAM"
CORRELATION MATRIX

Items in Factor	Items in Factor													
	1	7	9	10	11	12	13	15	16	17	18	20	21	23
1		.44	.28	.26	.31	.20	.16	.20	.41	.26	.26	.33	.25	.35
7			.45	.55	.37	.08	.07	.18	.39	.16	.30	.42	.19	.41
9				.54	.24	.15	.10	.16	.29	.32	.19	.25	.24	.24
10					.38	.09	.10	.25	.33	.16	.24	.24	.14	.30
11						.14	.13	.24	.14	.25	.25	.39	.20	.36
12							.14	.16	.30	.15	.30	.28	.32	.20
13								.28	.25	.24	.21	.35	.18	.16
15									.21	.19	.15	.29	.07	.25
16										.28	.10	.35	.15	.35
17											.16	.21	.16	.29
18												.19	.10	.26
20													.41	.29
21														.32
23														

Average of off-diagonal correlation coefficients = .25

$$\frac{14\,(.25)}{1 + (14-1)\,.25} = \frac{3.50}{4.25} = .82 \text{ (Reliability Index)}$$

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TEACHER SURVEY
FACTOR II - "WILLINGNESS TO COOPERATE"
CORRELATION MATRIX

Items in Factor	2	3	4	5	6	8	14	19	22	24
2		.39	.21	.20	.17	.09	.13	.05	.15	.42
3			.26	.26	.18	.26	.11	.09	.09	.37
4				.37	.04	.41	.12	.17	.02	.38
5					.09	.11	.03	.07	.06	.41
6						.32	.12	.07	.05	.25
8							.19	.11	.14	.23
14								.23	.15	.35
19									.15	.18
22										.01
24										

Items in Factor

Average of off-diagonal correlation coefficients = .18

$$\frac{10\ (\ .18\ )}{1 + (10 - 1)\ .18} = \frac{1.80}{2.62} = .69 \text{ (Reliability Index)}$$

ADMINISTRATIVE SURVEY
FACTOR I - "ATTITUDES TOWARD PROGRAM"
CORRELATION MATRIX
Items in Factor

Items in Factor	1	2	3	5	13	14	15	19	22	25	29	30	31
1		.21	.19	.41	.48	.21	.53	.07	.25	.69	.53	.15	.15
2			.02	.31	.22	.02	.07	.01	.16	.16	.25	.14	.04
3				.25	.33	.19	.16	.76	.02	.22	.51	.23	.01
5					.35	.08	.22	.24	.05	.57	.35	.14	.06
13						.25	.41	.52	.36	.47	.63	.35	.04
14							.30	.20	.08	.10	.09	.34	.33
15								.21	.20	.43	.26	.39	.01
19									.01	.40	.57	.18	.21
22										.23	.23	.62	.39
25											.53	.29	.19
29												.39	.31
30													.45
31													

Average of off-diagonal correlation coefficients = .27

$$\frac{13\ (.27)}{1 + (13 - 1)\ .27} = \frac{3.51}{4.24} = .83 \text{ (Reliability Index)}$$

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ADMINISTRATIVE SURVEY
FACTOR II "PROGRAM PROGRESS"
CORRELATION MATRIX

Items in Factor

Items in Factor	4	6	7	8	9	10	11	12	16	17	18	20	21	23	24	26	27	28	32
4	.54	.02	.27	.18	.41	.42	.11	.15	.12	.49	.26	.42	.17	.14	.57	.48	.21	.24	
6		.14	.22	.10	.42	.67	.09	.01	.14	.76	.48	.75	.07	.01	.46	77	.09	.50	
7			.69	.20	.08	.12	.29	.33	.45	.06	.25	.18	.52	.51	.11	.01	.45	.28	
8				.20	.10	.19	.30	.38	.54	.09	.40	.34	.60	.48	.24	.29	.58	.31	
9					.00	.00	.05	.39	.43	.07	.11	.11	.29	.30	.11	.19	.17	.11	
10						.65	.16	.14	.13	.57	.27	.39	.04	.10	.26	.28	.12	.35	
11							.02	.07	.11	.66	.31	.54	.03	.16	.29	.64	.20	.52	
12								.30	.34	.17	.34	.29	.36	.26	.08	.12	.46	.46	
16									.49	.03	.15	.23	.45	.30	.14	.02	.30	.17	
17										.09	.03	.16	.54	.46	.01	.17	.37	.04	
18											.20	.60	.14	.07	.31	.58	.03	.29	
20												.55	.05	.05	.19	.33	.17	.66	
21													.11	.23	.29	.62	.43	.62	
23														.51	.23	.19	.44	.02	
24															.22	.02	.34	.07	
26																.57	.03	.19	
27																	.09	.27	
28																		.27	
32																			

Average of off-diagonal correlation coefficients = .28

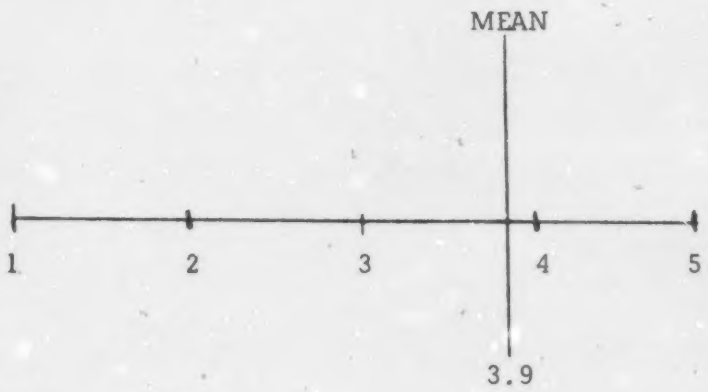
$$\frac{19\,(.28)}{1+(19-1)\,.28} = \frac{5.32}{6.04} = .88 \text{ (Reliability Index)}$$

NORMS TABLES

ELEMENTARY SURVEY - FACTOR I

"STUDENT ATTITUDES TOWARD GIFTED/TALENTED PROGRAM"

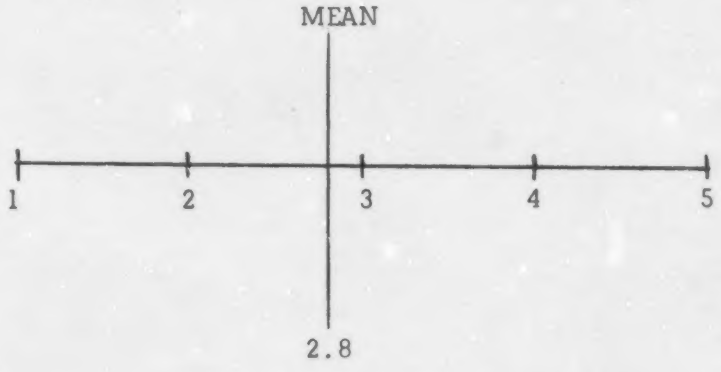
SCORE	%RANK
4.9	98
4.8	97
4.6	88
4.4	82
4.2	65
4.0	53
3.9	50
3.6	27
3.4	20
3.2	16
3.0	11
2.8	07
2.6	05
2.4	04
2.2	04
2.0	03
1.8	02
1.6	01



ELEMENTARY SURVEY - FACTOR III

"STUDENT PERCEPTION OF PEER ATTITUDES TOWARD GIFTED/TALENTED PROGRAM"

SCORE	%RANK
3.8	99
3.6	98
3.4	95
3.2	86
3.0	76
2.8	50
2.6	34
2.4	17
2.2	06
2.0	02
1.8	01

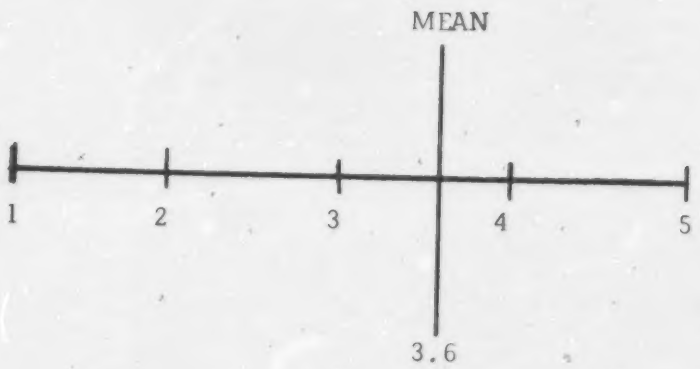


NORMS TABLES

ELEMENTARY SURVEY - FACTOR IV

"IMPROVED SELF-AWARENESS"

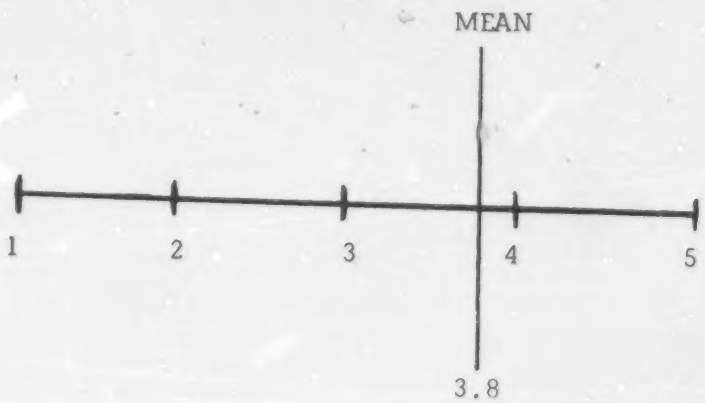
SCORE	% RANK
4.8	97
4.6	92
4.4	85
4.2	78
4.0	70
3.8	57
3.6	50
3.4	31
3.2	25
3.0	21
2.8	11
2.6	09
2.4	06
2.2	04
2.0	03
1.8	02
1.6	02
1.5	01



ELEMENTARY SURVEY - FACTOR V

"VARIETY OF ACTIVITIES OFFERED IN GIFTED/TALENTED PROGRAM"

SCORE	% RANK
4.8	95
4.6	86
4.4	81
4.2	70
4.0	60
3.8	50
3.6	33
3.4	26
3.2	18
3.0	13
2.8	08
2.6	05
2.4	04
2.2	03
2.0	02
1.8	02
1.6	01

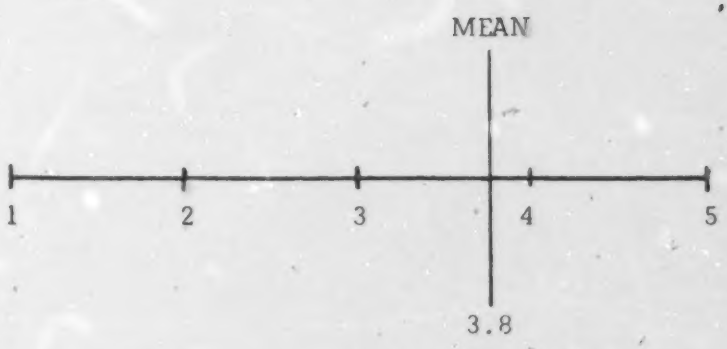


NORMS TABLES

SECONDARY SURVEY - FACTOR I

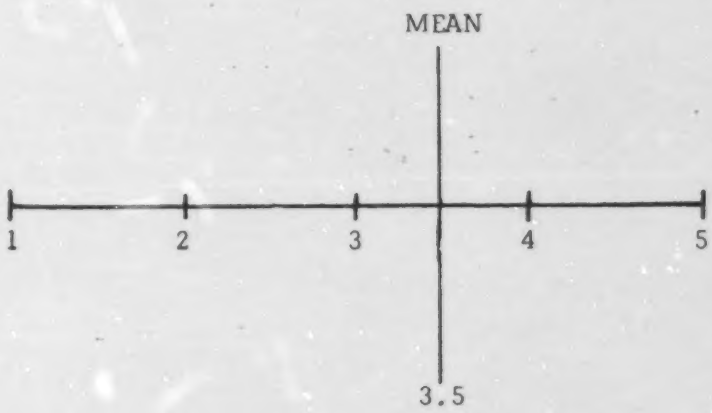
"ATTITUDE TOWARD GIFTED PROGRAM"

SCORE	% RANK
4.8	98
4.6	94
4.4	83
4.2	78
4.0	62
3.8	50
3.7	44
3.6	41
3.4	27
3.2	24
3.0	16
2.8	13
2.6	09
2.4	07
2.2	04
2.0	03
1.8	01



SECONDARY SURVEY - FACTOR II "IMPROVED CAREER AWARENESS"

SCORE	% RANK
4.5	99
4.3	96
4.2	93
4.0	88
3.8	74
3.6	63
3.5	50
3.4	45
3.3	39
3.2	35
3.0	28
2.8	16
2.6	11
2.4	08
2.2	06
2.0	04
1.9	02
1.7	01

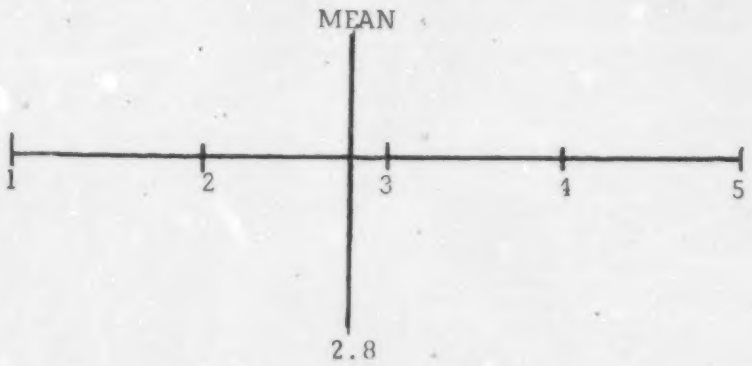


NORMS TABLES

SECONDARY SURVEY - FACTOR III

"STUDENT PERCEPTION OF PEER ATTITUDES TOWARD GIFTED PROGRAM"

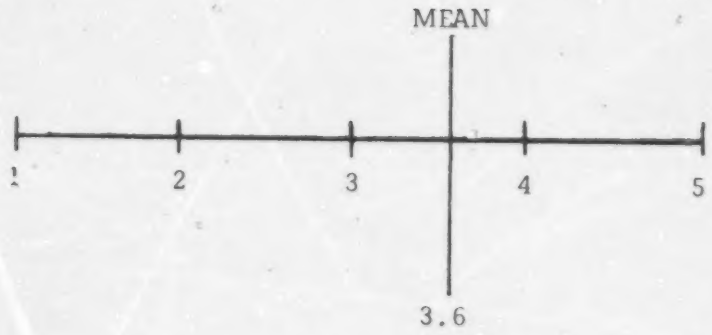
SCORE	% RANK
3.6	99
3.4	95
3.2	82
3.0	67
2.8	50
2.7	35
2.6	23
2.4	10
2.2	04
2.0	03
1.8	01



SECONDARY SURVEY - FACTOR IV

"IMPROVED SELF-AWARENESS"

SCORE	% RANK
4.8	98
4.6	94
4.4	91
4.2	87
4.0	78
3.8	58
3.6	50
3.5	45
3.4	40
3.2	29
3.0	21
2.8	12
2.5	08
2.2	06
2.0	03
1.6	02
1.4	01

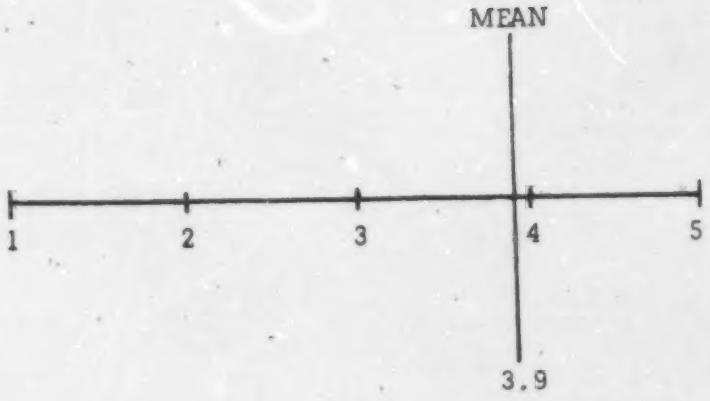


NORMS TABLES

SECONDARY SURVEY - FACTOR V

"VARIETY OF ACTIVITIES AVAILABLE TO STUDENTS"

SCORE	% RANK
4.8	99
4.6	93
4.4	83
4.2	71
4.0	60
3.9	50
3.8	39
3.6	31
3.4	24
3.2	18
3.0	13
2.8	06
2.6	05
2.4	04
2.1	03
2.0	02
1.6	01

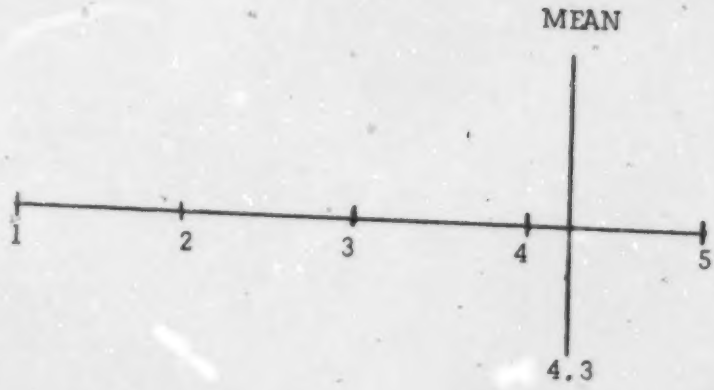


NORMS TABLES

PARENT SURVEY - FACTOR I

"ATTITUDE TOWARD GIFTED PROGRAM"

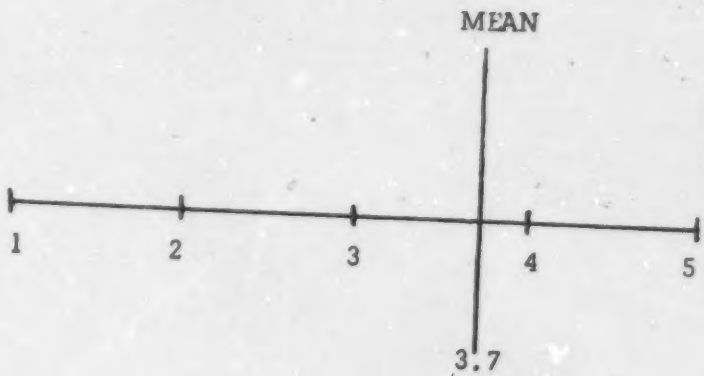
SCORE	% RANK
4.9	97
4.8	87
4.6	73
4.4	58
4.3	50
4.2	42
4.0	28
3.8	12
3.6	08
3.4	05
3.2	03
3.0	02
2.6	01



PARENT SURVEY - FACTOR II

"AWARENESS OF STUDENT PROGRESS"

SCORE	% RANK
4.8	97
4.6	95
4.4	90
4.2	83
4.0	72
3.8	58
3.7	50
3.6	46
3.4	35
3.2	29
3.0	24
2.8	19
2.6	14
2.4	11
2.2	09
2.0	07
1.8	05
1.6	03
1.4	01

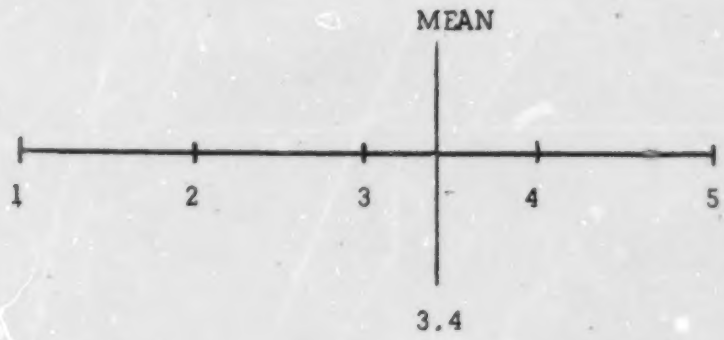


NORMS TABLES

TEACHER SURVEY - FACTOR I

"ATTITUDE TOWARD GIFTED PROGRAM"

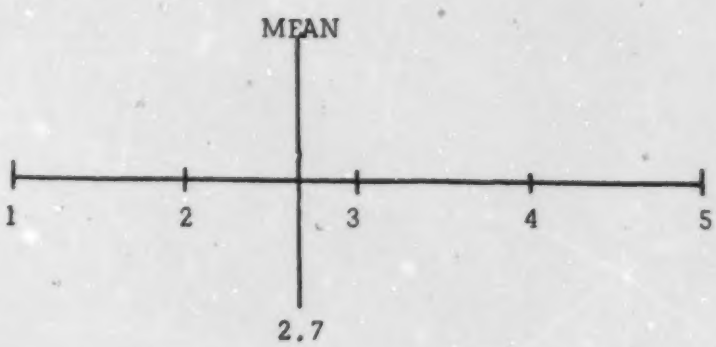
SCORE	% RANK
4.4	99
4.0	98
3.8	91
3.6	67
3.4	50
3.2	26
3.0	09
2.8	03
2.7	02
2.6	01



TEACHER SURVEY - FACTOR II

"WILLINGNESS TO COOPERATE WITH STUDENTS"

SCORE	% RANK
3.6	99
3.4	97
3.2	91
3.0	85
2.8	69
2.7	50
2.6	45
2.4	25
2.2	09
2.0	04
1.9	02
1.8	01

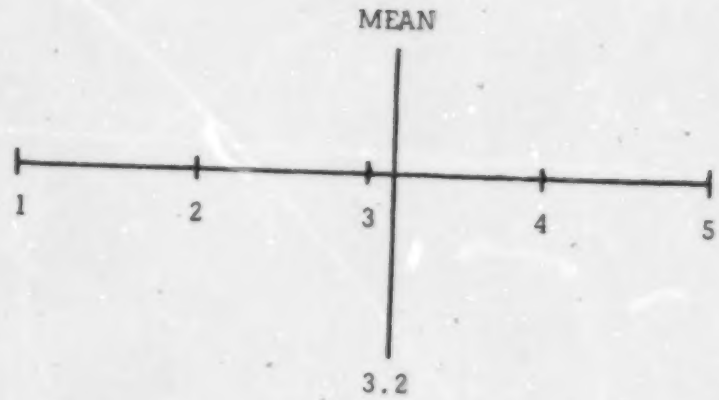


NORMS TABLES

ADMINISTRATIVE SURVEY - FACTOR I

"ATTITUDE TOWARD GIFTED PROGRAM"

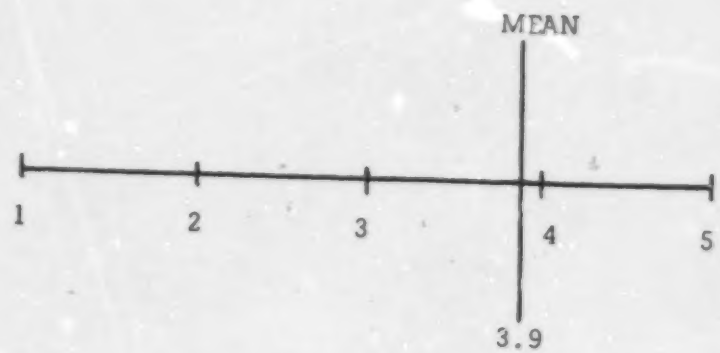
SCORE	% RANK
3.9	95
3.8	91
3.6	82
3.5	77
3.4	66
3.2	50
3.0	32
2.8	20
2.6	11
2.4	07
2.3	05
2.0	02



ADMINISTRATIVE SURVEY - FACTOR II

"PROGRAM PROGRESS"

SCORE	% RANK
4.6	98
4.5	86
4.4	80
4.2	64
4.0	59
3.9	50
3.8	45
3.6	30
3.4	16
3.2	09
3.0	05
2.8	03
2.6	01



GIFTED/TALENTED PROGRAM SURVEY

PARENT ANSWER SHEET

1._____ 10._____

2._____ 11._____

3._____ 12._____

4._____ 13._____

5._____ 14._____

6._____ 15._____

7._____ 16._____

8._____ 17._____

9._____

FOR OFFICE USE ONLY			
F_1 Total	____	÷ 12 =	____
F_2 Total	____	÷ 5 =	____

GIFTED/TALENTED PROGRAM SURVEY

TEACHER ANSWER SHEET

1._____ 13._____

2._____ 14._____

3._____ 15._____

4._____ 16._____

5._____ 17._____

6._____ 18._____

7._____ 19._____

8._____ 20._____

9._____ 21._____

10._____ 22._____

11._____ 23._____

12._____ 24._____

FOR OFFICE USE ONLY			
F_1 Tot.	____	÷ 14 =	____
F_2 Tot.	____	÷ 10 =	____

GIFTED/TALENTED PROGRAM SURVEY

SECONDARY STUDENT ANSWER SHEET

1._____	16._____	31._____
2._____	17._____	32._____
3._____	18._____	33._____
4._____	19._____	34._____
5._____	20._____	35._____
6._____	21._____	36._____
7._____	22._____	37._____
8._____	23._____	38._____
9._____	24._____	39._____
10._____	25._____	40._____
11._____	26._____	41._____
12._____	27._____	42._____
13._____	28._____	43._____
14._____	29._____	44._____
15._____	30._____	45._____

FOR OFFICE USE ONLY

F_1 Tot. _____ ÷ 9 = _____ F_3 Tot. _____ ÷ 11 = _____

F_2 Tot. _____ ÷ 11= _____ F_4 Tot. _____ ÷ 6 = _____

F_5 Tot. _____ ÷ 8 = _____

GIFTED/TALENTED PROGRAM SURVEY

ADMINISTRATIVE ANSWER SHEET

1._____	12._____	23._____
2._____	13._____	24._____
3._____	14._____	25._____
4._____	15._____	26._____
5._____	16._____	27._____
6._____	17._____	28._____
7._____	18._____	29._____
8._____	19._____	30._____
9._____	20._____	31._____
10._____	21._____	32._____
11._____	22._____	

FOR OFFICE USE ONLY

F_1 Total ____ ÷ 13 = ____

F_2 Total ____ ÷ 18 = ____

GIFTED/TALENTED PROGRAM SURVEY

ELEMENTARY STUDENT ANSWER SHEET

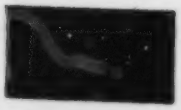
1._____	15._____	29._____
2._____	16._____	30._____
3._____	17._____	31._____
4._____	18._____	32._____
5._____	19._____	33._____
6._____	20._____	34._____
7._____	21._____	35._____
8._____	22._____	36._____
9._____	23._____	
10._____	24._____	
11._____	25._____	
12._____	26._____	
13._____	27._____	
14._____	28._____	

FOR OFFICE USE ONLY			
F_1 Tot.	____	÷ 10 =	____
F_3 Tot.	____	÷ 11 =	____
F_4 Tot.	____	÷ 6 =	____
F_5 Tot.	____	÷ 9 =	____

SCORING TEMPLATE

PARENT SURVEY - FACTOR II - "AWARENESS OF STUDENT PROGRESS"

1.

12. 

13.

14.

7.

SCORING TEMPLATE

ADMINISTRATIVE SURVEY - FACTOR II - "PROGRAM PROGRESS"

12. [redacted]

reverse weight (23, 24)

23. [redacted]

1 = 5
2 = 4
4 = 2
5 = 1

24. [redacted]

4. [redacted]

26. [redacted]

reverse weight (16, 17)

16. [redacted]

1 = 5
2 = 4
4 = 2
5 = 1

27. [redacted]

6. [redacted]

17. [redacted]

reverse weight (28)

28. [redacted]

1 = 5
2 = 4
4 = 2
5 = 1

reverse weight (7)

7. [redacted]

1 = 5
2 = 4
4 = 2
5 = 1

18. [redacted]

8. [redacted]

reverse weight (9)

9. [redacted]

1 = 5
2 = 4
4 = 2
5 = 1

20. [redacted]

10. [redacted]

21. [redacted]

32. [redacted]

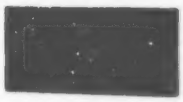
11. [redacted]

SCORING TEMPLATE

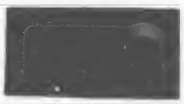
TEACHER SURVEY - FACTOR I - "ATTITUDE TOWARD PROGRAM"

1.

13.

15. 

16.

17. 

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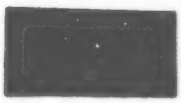
7. 

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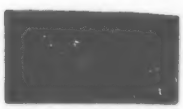
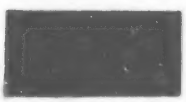
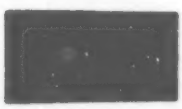
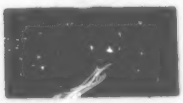
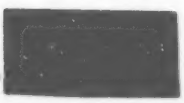
9. 

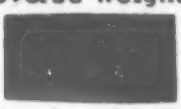
21. 

10. 

11. 

23. 

reverse weight

12. 

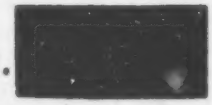
1 = 5 4 = 2
2 = 4 5 = 1

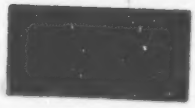
SCORING TEMPLATE

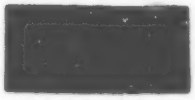
SECONDARY STUDENT SURVEY - FACTOR II - "CAREER AWARENESS"

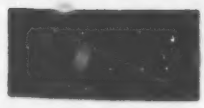
2.

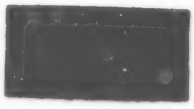
17.

32. 

21. 

7. 

37. 

10. 

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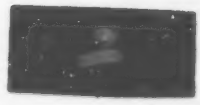
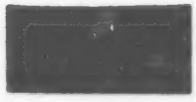
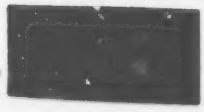
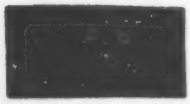
41. 

29. 

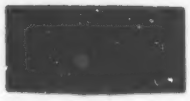
44. 

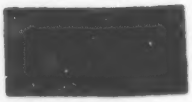
SCORING TEMPLATE

ELEMENTARY STUDENT SURVEY - FACTOR I - "ATTITUDES TOWARD PROGRAM"

1. 

30.

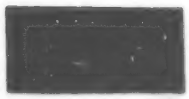
4. 

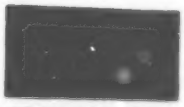
7. 

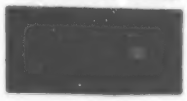
reverse weight

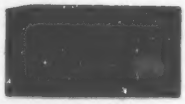
9.

1 = 5 4 = 2
2 = 4 5 = 1

23. 

25. 

26. 

13. 

14.